A Critical Study of Technical Education Programmes at Undergraduate Level in Privately Managed Institutions in Himachal Pradesh

A
SYNOPSIS

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THE TITLE

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INTRODUCTION

Education is a key factor determining the nation's progress. It is essential for the growth and development of an individual, as well as of society. It is a public and merit good and as such, it is incumbent on the society to provide education to its people. It has been enshrined in our Constitution under Article 41 that "the State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want." The ideals and values embodied in the preamble to the constitution of India are the guiding sources of educational aims in India like of development of democratic, egalitarian and secular values, values related to dignity of individual and values conducive to the unity and integrity of the country. Education to be effective cannot have a single aim. An ideal balance among various aims and objectives like development of personality, intellectual, physical, moral, social, cultural, spiritual and aesthetic development of the human being has to be struck. The preamble, which is the soul of our Constitution, also sets out the national objectives of the Indian State like justice, liberty, equality and fraternity and thus, has great influence on the aims and objectives of education.

Our Constitution, which is a guiding source for the nation also consists of provision of articles related to education as directive principles of State policy. In the Constitution, Article 21A gives right to education; Article 35A facilitates the instruction in mother tongue at primary stage, Article 41 gives right to work, to education and to public assistance in certain cases, Article 45 gives provision for early childhood care and education to children below the age of six years, Article 46 direct states for the promotion of educational and economic interests of scheduled castes, scheduled tribes and other weaker sections and Article 337 keeps special provision with respect to educational grants for the benefit of Anglo- Indian community. Thus, it is a duty of state to provide education, whether primary, secondary or higher education, to all sections of society but in the last decade, it has been observed that it is shifting its responsibilities to the private enterprises. There are many factors behind it like resource crunch, increased need of highly educated and well qualified technical manpower,

need of more efficiency, quality and political as well as economic policies of state and centre. At school level, privatization has proved to be of great success which can be judged from the increased enrolment and excellent results of private schools. In higher education, privatization has occurred mostly in the technical and professional courses and has affected the education scenario to a great extent.

PRIVATIZATION OF EDUCATION

Privatization is the transfer of activities, assets and responsibilities from government and public institutions and organizations to private individuals and agencies, is a general definition of privatization as given by Belfield & Levin. Privatization is also considered as commodification or marketization of public goods like education, water, health care etc. another way to view the privatization is to take it as liberalization from public regulations.

In education, we may think of privatization in three different forms i.e. private provision of education, private funding of education and private regulation, decision making and accountability. *Private provision of education* means the provision and management of education by private agencies and organization and not by govt. In such setting the educational institutions are run and managed by religious groups, charities and non-profit firms. In the case of *private funding,* a portion of total funding is paid by the students or parents directly for educational services and not through taxes and government expenditures. However, in most practical cases, families and government endure the costs of education together. If, for instance, universities charge tuition fees, these cover generally only a certain fraction of total costs, and they have therefore to be complemented by public funds. *Private regulation, decision-making and accountability,* refers to the determination of quality standards of services by students or their families, directly or indirectly, instead of govt. via regulations. However, even in cases where people play a noteworthy role in defining the quality standards, schools and universities are seldom completely free in their operations. In most cases, the educational institutions are accountable to state and they have to meet such requirements. *All of these forms of privatization of education may be implemented simultaneously,* but they may also balance each other. For example, the private provision of education may be complemented by strict government regulations pertaining to the teaching and materials used in the institutions.

Privatization can also be considered in terms of zero privatization, mild privatization, intensive privatization and total privatization. *Zero* privatization of education means that total

responsibility of education is taken over by the state at all levels. In *mild* privatization of education; recovery cost of education is gradually increased by way of fees to 50 percent level. The remaining cost is subsidized by the state. In *intensive* privatization of education at least 75 percent cost is supposed to be covered by students' fees and employees contribution. And, in *total* privatization of education, private sector has total freedom to establish educational institutions and recover full cost from the beneficiaries or even generate profit from investment in education. Out of these forms, the first and the last one cannot be considered as feasible because these are neither feasible nor desirable in a mixed economy. Public sector cannot be depended upon exclusively to expand the capacity of public sector institutions and to meet the needs of the economy. It is also not possible for the private sector to cater to total societal needs.

There are plenty of examples of internal privatization or privatization within the institutions also. Such examples include the following:

- Contracting out of services that are used to be supplied internally
- International students who pay full fees
- Commercialisation of services and intellectual property, and
- Public-private partnerships (PPPs)

In all such forms of privatization of education, a large number of *instruments and methods* can be and have been employed in privatizing education in many countries. Some of the most usual ones are;

1. Introduction of educational vouchers
2. Introduction of options to choose among different public and/or private providers of education services
3. Contracting out of specific (additional) services
4. Granting subsidies and assistance to private schools
5. Increasing competition between govt. educational institutions and private education agencies

An effective and appropriate employment of instruments and methods has enhanced the privatization in education, but escalating growth of private educational institutions has

also given rise to the question: why is privatization being recommended in education sector in India? Is there need of allowing private sector in the field of education?

NEED OF PRIVATIZATION OF EDUCATION

The country in which we live, rapid changes are taking place politically, socially, economically as well as technologically. These changes are manifested in the routine activities of people and may have both negative and positive influence. It is generally observed that long-established social values are discarded, renewed or replaced by others so as to entertain the prevailing changing conditions and adjust to the vibrant forces of change. Education, more than any other social activity, is always being affected by these changes. Not only the educational institutions must adjust to these revolutionary social forces, but it must also provide each student with education for individual excellence according to his or her abilities. Education is believed to be the basic instrument and primary aspect for any nation to develop. It has been called the high-technology blueprint for an emergent economy. The impact of social, intellectual, economic, political and technological changes as seen at global, national, regional, and local levels will be felt in the arena of higher education also. UNESCO (1984) strengthens this idea as follows;

"Due to the rapid increase of enrolments at the primary and secondary levels, the social pressure for more higher education became increasingly strong resulting in 'explosion' of enrolments and burdensome costs for the countries with limited economic resources."

Besides this, it is supposed that the policies followed in India under the Nehru-Mahalanobis Model which is also known as economic development model, has placed excessive responsibility for the expansion and development on the State. Subsequently, the responsibility of expansion and establishment of educational institutions and facilities came to State. In the development of education system, public sector has played a great role at school, college and university level. But, a stage has now come when people want further expansion of educational system. But due to *paucity of resources,* the state is finding it very difficult to meet such democratic aspirations of the people. The State is in a fix because the demand for funds for the educational sector has to compete with the demand for resources for the other sectors also. It is, therefore, believed that the private sector should be inducted in education because it can share the burdens of the State in funding education.

Secondly, the horizons of knowledge are expanding rapidly all over the world and it is necessary for the underdeveloped and developing countries to keep pace with the explosion of knowledge. Emphasizing this point, the World Bank has stated: "*Today knowledge explosion is dividing the world into fast moving, rich economies that use knowledge effectively and slow moving, poor economies that do not. Education or knowledge industry is becoming a key factor in the process of development*." Due to this, education is no longer viewed as a social service but is considered as a necessary economic input and investment in education which are contributory factors of human resource development. Since, private sector is a major beneficiary of the knowledge industry, it is also expected to play its part in this effort towards *human resource development.*

The technological developments like growth of satellite TV and computer technology have further escalated the information revolution and thus, have increased the requirements of highly educated and *well-trained technical manpower*. The public sector is weighed down by lack of resources and cannot meet the needs of industry and other sectors of the economy. Therefore, the private sector must be initiated in the programmes of training skilled manpower to take benifit of hi-tech opportunities.

Fourthly, private companies are flexible. They are not hamstrung with structural and operational inflexibilities to market signals or market demand, like public sector. They can respond more swiftly and resourcefully to the demands like that of labour or manpower and take effective steps to endorse human resource development to keep pace with the emerging requirements.

Fifthly, in another view, over the years, the public sector has failed to spawn resources from the recipients of education. Education has become more or less a free public service which has devalued it in the eyes of the recipients. By charging the full cost or a considerable portion of the cost and at times, by charging cost-plus pricing for the service provided by private educational institutions, privatization is likely to generate greater responsibility among the students. Consequently, students are likely to persist on greater competence in teaching and improvement in its quality.

Lastly, by generating more resources from student fees, privatization will help to reduce fiscal burden on the government.

In addition to this, the well established departments and courses in government funded colleges and universities are not doing much better. Decades of government' neglect,

poor funding, delay in faculty recruitments and promotions, reduction in library budgets, lack of investment in modernization leading to obsolescence of equipment and infrastructure, and the inclination to start new universities on political grounds without consolidating the existing ones, today threatens the entire higher education system.

Thus, there are four 'mobilizing frames', as identified by Srivastava (2010) which include *scarce resources*, *efficiency*, *competition-choice-quality*, *and social equity that* have generated the need for privatization in education sector. In addition to this, efficient manpower is sought in academia by private investors of educational institutions or capitalists to uphold their self interest which lies in efficient research and development, product innovation, improvements and experiments. Thus, it is private interest that needs to build, nurture and grow academia in a nation and government has minor role to play with its contributions.

ADVANTAGES OF PRIVATIZATION OF EDUCATION

All over the world, privatization is playing a great role in the field of education. In India also, privatization has affected the education scenario to a great extent whether at primary, secondary or higher level. Private sector has established educational institutions which has improved the demand-supply ratio of skilled manpower. Private educational institutions are catering to the needs of society also as due to population explosion students' population at higher level has also risen up. These institutions are accommodating more than 60% students. In addition to this, private educational institutions have provided employment in the form of staff and faculty members.

In private educational institutions, more and even better facilities are provided to students. Physical infrastructure of some institutions is even better than the govt. ones. They make best possible use of resources available to them. Most of them provide well-ventilated and spacious classrooms with comfortable furniture. They have well equipped laboratories and up-to-date libraries. To keep up pace with other institutions and uphold their place in the competition, they try to provide all possible facilities to the students. These institutions consider students of high academic ability as assets and thus, to attract and retain them in their institution, they provide them support services like scholarships and fellowships.

Increased surveillance of teachers work and output improves their performance and leads to better results. Many private educational institutions give salary on the basis of performance or output which increases the motivation level of teachers towards job. Some

institutions provide such a good sum as a salary that highly qualified persons and even professors teaching in govt. sector also gets attracted to these institutions. They value the worth of the intellect and thus, provide best possible facilities to teachers also.

Furthermore, privatization has increased the accountability of education providers. They give considerable importance to the governance and admission related matters also. These institutions fear to engage in unethical practices as they also run the risk of being stripped of their affiliation if they are caught engaged in any such activity. They have good industry-linkage mechanism. In coordination with industries, they arrange seminars and workshops and also provide technical training to the students. They assure job to their students and students of some private institutions even get higher salary packages.

Apart from this, privatization has provided equitable access of education to students irrespective of gender, social class, race, language, origins or geographical location. It has given more freedom of choice to students. Students can opt any institution according to their need and quality of education being provided in these institutions.

The establishment of private educational institutions has also improved the economic status of the people residing in the area where these institutions are located. They earn money by allowing paying guests and providing rooms on rent. Shopkeepers can expand their business. New shops get opened which is also in favour of local people.

DISADVANTAGES OF PRIVATIZATION OF EDUCATION

India is a growing economy and developing at very high rate. This state has increased the demand of professional and skilled manpower. Keeping in mind the demand of industry and society, a good number of private educational institutions have been opened up during last decade but it has also been noticed that these institutions are not providing quality education. Due to this, number of graduates have increased but they are not employable as found in a study by NASSCOM (National Association of Software and Services Companies).

This alarming situation is to a great extent due to the unavailability of efficient and determined teachers in private educational institutions. Most of the private educational institutions do not have adequate number of staff. Appointment of staff is not done by a proper selection committee. Personnel without proper qualification are appointed on lower salaries. Payments are made according to teaching hours or work load. Staffs are appointed on contract which affects their attitude towards the institution and their profession. These institutions have declined the popularity of teaching as a profession, not only among the

students that are produced, but also amongst society because of the malpractices and their work conditions in private institutions.

To increase the output, these institutions believe in increasing the surveillance of teachers' work which affects their performance positively but also develops gap between the senior teachers who are serving the institution from many years and the management. Undue importance, given to performance and competition among staff members of various educational institutions increases emotional pressures and work related stress. The private institutions bring into play new roles and relationships those of client/consumer and manager/managed and marginalize previous roles and relations built on trust.

In addition to this, management run the colleges according to their whims and fancies. They collect huge amounts from the students in the form of fees, funds and other charges like for practical examinations, study tours etc. Students having even less than 20% attendance are allowed to appear in examination after collecting huge amounts from them. Even while making admissions, reservation roster is not taken care of. In some institutions, facilities are provided to students according to the amount they pay. It leads to social segregation and homogenisation of students' population inside the institution.

Students, who are actually at the receiving end of the ongoing transformation in higher education are considered as output asset by private educational institutions. They are seen as a liability. In such case, those students who are perceived as being of lower academic ability and having special needs are taken as presenting behavioural challenges. The recent immigrants who have additional language needs are also avoided by some institutions.

Moreover, the managers of private educational institutions have big social network. They establish relations with politicians, civil servants, businessmen and persons from charity and voluntary organizations which inform and influence policy making about education. In fact, many times these people are directly or indirectly involved in running such institutions. Such people also become member of task forces which almost without exception produce recommendation for further privatization and outsourcing. Private sector organizations and NGO's are increasingly involved in both policy formation and implementation. They suggest privatization as a solution for the upcoming problems in expansion and development of education sector which is not bad but if taken into consideration the social aspects also.

Thus, it is apparent that there is a definite trend towards privatisation of higher education in India. Private sector is encouraged to start professional and technical institutions

but it must be ensured that they do not lead education to commercialization. The entry of private sector would ease the burden of the State in providing higher education to its citizens but regulatory arrangement must also be put in place before it is allowed to enter the educational sector. The State also cannot release itself completely from the obligation of providing education to its citizens, a majority of whom cannot afford education in private educational institutions. It is believed that privatization is inevitable and the co-existence of the Public and Private sectors will be beneficial. The entry of private sector in the field of education can lead to the betterment of quality of education. Although, there are a couple of drawbacks with respect to privatization of higher education, it is sure to bring in competitiveness and on the whole, revamp the present educational system.

Thus, on the basis of above discussion, it may be inferred that privatization is an important phenomenon which has affected the education system in both ways. The review of related literature also reveals that privatization has great impact on the equity, equality and quality of education. For acquainting the researcher with the studies undertaken around the globe to ascertain the influences of privatization on various aspects of education sector, an attempt is made here by the researcher in this regard. The brief account of these studies is given ahead:

REVIEW OF RELATED LITERATURE

Dash (1985) pinpointed that the private teacher training colleges in the state of Odisha were established mostly with commercial motives and parochial feelings. Faulty admission procedures for the students and their negative attitude towards teaching were indicators of poor quality of education.

Mathew (1988) conducted a study on the financing of college education in the private sector in Kerala and found that though the performance of some private colleges in the state was quite satisfactory, by & large, there was much to be desired in the academic performance of majority of the colleges.

Stone (1990) charted the growth of private provision, federal and state govt. responses and pressures for subsidy and regulation and concluded that the policies of both levels of govt. are hastening the development of what Geiger (1988) defines as a ‘peripheral private sector’ of higher education in Australia.

Belfield (2001) investigated the determinants of political support for the privatization of education in the UK and the results of the study indicated that political preferences largely

reflect the anticipated personal costs and benefits from educational reforms. Those with children were in favour of reforms to raise school competition; those working in the education sector were against such reform. Those with higher anticipated tax liabilities favoured privatization and supported private schooling.

Fitz and Beers (2001) compared the development since the 1980s of privatization of education services in the US and the UK and found that privatization was at 'glacial speed', with few opportunities for education management organizations. In the US, it is the creation of capital markets and the roll-out of charter schooling which have sustained privatization - the activities of companies such as Edison and TesseracT were considered. Capital market growth and charter schooling represented much more general alternatives to public provision.

Marchelli (2001) studied the decentralization and privatization policies of education delivery included in the 1995-2005 education reform plan and concluded that decentralization and privatization policies had produced multiple results. In the search for a better education system, decentralization and privatization policies had not only given the Salvadoran government new ways to exert control over the education system but also added new problems and challenges.

Megginson and Netter (2001) revealed that privatization is usually beneficial, and that it is often associated with general improvements in governance at all levels in a society; but they do note that the position in the transition economies is extremely mixed at present.

Belfield and Levin (2002) studied the attitude and experience of superintendents in respect of education privatization. It was found that private contracts for a range of educational services are widespread. Such contracting has a clear line of demarcation at contracting with an educational management organization for instructional services. Such contacts are infrequent. About half of the school superintendents did not consider privatization of education as an option.

Birru (2002) found that most of the private colleges have been focussing on business oriented fields of study which have current demand in the job market. The effort to expand their field to other disciplines like natural science has been identified to be poor. In addition to this, most of the colleges have been managed by non-professionals and by individuals with no relevant qualification and experience.

Hare and Muravyev (2002) concluded in their study that the weak performance of educational institutions is not only due to deficiencies with the privatization process but also relates to combination of institutional, political and economic policy shortcomings.

Obaid (2003) in his study on the attitude of undergraduate college students studying in Saudi Arabia, towards the effects of privatization on the employment system found that gender, living areas prior to college entry and adherence to religion are significantly related to respondents' attitude towards privatization in general and towards some of its potential effects on the employment system.

Delgado-Ramos and Fernandez (2005) stated that privatization of public education is considered as an attractive business deal like oil, gas, water and other natural resources of the 'Global South'. Public education is being treated by the World Bank, multinational corporations and their local partners, as an attractive booty.

Furman (2005) examined the effectiveness of privatization as a policy to promote growth in developing countries and concluded that the level of foreign direct investment positively influences the change in economic growth. As the level of privatization changes and lack of property rights positively impacts the effect of privatization on economic growth. It was also derived that strong level of competition would positively enhance the effect of privatization on economic growth and most of the results suggest that the effect of privatization is dependent on which policy variables are included in the model.

Torche (2005) stated that when school sector—a form of "qualitative inequality" expressed in the distinction among public, private-voucher, and private-paid schools—was considered, the analysis suggested that an increase in the advantages, that are associated with private-voucher schools after the privatization reform, as well as in the benefits of attending private-paid schools during and after the reform were found to be there.

Adhikari (2006) observed that Nepal has seen major changes in the field of training of health professionals over the last 15 years. This field has attracted significant private investment and a number of training institutions with hospitals, have come into existence. However, the trend of opening new institutions is continuing. Not only is it likely to be detrimental to the existing facilities but it is also raising doubts about the quality and standards of some of the institutions in the private sector.

Naravana (2006) concluded that the impact of privatisation is estimated in terms of fiscal effect, price effect, and effects on quality, equity, and affordability. In the same study,

to overcome the negative effects of privatization policies, the need for post-privatization control devices are argued, and a few policy devices are also suggested. The Organization for Economic Cooperation and Development (OECD) experiences in post-privatization control devices for manufacturing and infrastructure privatization are shown to have relevance for both privatization and globalization of higher education services, especially in view of bringing education services for negotiations under the World Trade Organization's General Agreement on Trade in Services.

Podewits (2007) while making a comparison of private educational institutions in Germany and India concluded that in Germany, the private institutions do not play a very big role in the educational scenario. Whereas in India, there are some institutions with retired professors as faculty members and bright young scholars and thus, one could be assured of high quality of teaching.

Welch (2007) found that in Indonesia, the balance of public and private higher education has shifted sharply over the last two decades. While the private sector has been responsible for much of the expansion in higher education, its role in relation to quality is more questionable.

Ball and Youdell (2008) concluded in their study that privatization play its part in process of commoditization of education, whereby it becomes solely in terms of its exchange value rather than its intrinsic worth, or social purpose. Education services are new big business and an increasing number of national and international firms are looking to make profits from selling services to schools and governments and from the delivery of state services on contract basis.

Desai et. al. (2008) found that enrolment in aided and unaided private schools, madarsas and convents forms 58% and 24% of the urban and rural enrolments respectively among children of age 6-14 years. The average primary student in a private school pays Rs. 600 in fees and another Rs. 600 in expenses for book, uniforms, and transportation (as compared to Rs. 20 and Rs. 200 in government schools). Private schools have better facilities such as desks, flush toilets, and fans.

Coulsen (2009) concluded that private schools clearly outperform state run schools all over the world. Across a host of outcome measures, this difference pales in comparison to that between relatively free education markets and state monopolies.

Holzhacker et. al. (2009) revealed that the most widespread form of privatization in developing countries and most communist countries are private higher education institutions, with a particular focus on proprietary institution and cost recovery mechanisms: tuition and fees, and student loans. Proprietary higher education does not play a significant role in more developed countries such as Netherlands.

Victor (2009) pointed out that financial goal rank top above all other goals set by the private school principals. The findings from this study also revealed three important strategies that appear to be critical in successfully positioning private schools in an increasingly competitive environment. These include creating a culture of change, valuing collaboration and sharing leadership. Further, many private schools see the concept of marketing as indistinguishable from poaching, selling and even deception. There is a close connection between marketing and potential slander of another school. Principals, directors and employees of one school will often belittle another school so that the other school will be viewed by prospective students as of lower quality.

Kalama et. al. (2011) studied the impact of unregulated privatization of education in Nigeria and revealed that privatization of education that took place between 1980 and 1990 through the granting of private licenses to individuals was done indiscriminately with proper supervision and monitoring. In addition to this, the beneficiaries of privatization exercise are either serving or retired senior public office holders and thus, making it difficult to ensure standards.

Shukla and Singh (2011) studied the attitude of college students towards privatization of education and found that teachers were in favour of the present concept of privatization of education but they want some amendments before implementing. They do not want total privatization. They accept this concept because it is the need of the present economic situation of the country. They also think that rate of unemployment will also decrease due to privatization.

Mani & Arun (2012) found in their study that government funded and government aided colleges have better pass percentage than self-financing colleges across the last five years, in Kerala. The difference between the pass percentage of self-financing and government aided colleges continued to increase during 2006-2010 and reached a stable level during the last three years.

Bajaj (2012) observed that most of the growth in the rapidly expanding higher education sector took place in private institutions. These private higher educational institutions are not meant to meet the growing needs but also to make huge and quick profits.

Sarmah (2013) conducted a study on the attitude of university students towards privatization of higher education and found that most of the selected students (80%) showed positive attitude towards privatization of higher education while only 16.25% have shown negative attitude. It was also found that there exists a significant difference between overall attitude of male and female students and no significant difference was found regarding the overall attitude between students of Gawhati and Dibrugarh universities.

A glimpse over above cited studies clearly revealed that privatization has positive as well as negative impact on education. Dash (1985), Birru (2002), Delgado-ramos &Fernandez (2005) and Ball and Youdell (2008) indicated that most of the private educational institutions have commercial motives and are business oriented. In addition to this, the studies of Dash (1985), Mathew (1988) and Birru (2002) also revealed that private educational institutions follow faulty admission procedures and are managed by non-professionals having no relevant qualification and experience.

Apart from this, Stone (1990) and Hare and Muravyev (2002) found that policies of both levels of govt. are hastening the development of private sector in higher education. The weak performance of educational institutions is not only due to deficiencies with the privatization process but also relates to combination of institutional, political and economic policy shortcomings. Marchelli (2001) was of the view that privatization has provided new ways to exert control over the educational system. Mathew (1988) and Megginson and Netter (2001) were of the view that performance of some private colleges was quite satisfactory. Welch (2007) added to this that private sector has been responsible for much of the expansion in higher education while Desai et. al. (2008) concluded that private educational institutions are providing better facilities. Belfield (2001) and Furman (2005) revealed that privatization of education increases competition and strong level of competition positively enhances the effect of privatization on economic growth. Shukla and Singh (2011) found that teachers were in favour of the present concept of privatization of education but they want some amendments before implementing. They accept this concept because it is the need of the present economic situation of the country as it will decrease the rate of unemployment.

PRESENT SCENARIO OF PRIVATIZATION OF EDUCATION IN INDIA

Current educational scenario in India makes it apparent that the privatization of higher education has been taking place without much resistance. Most of the educational institutions in private sector are established and run by private entrepreneurs on commercial lines. The main factor which worked behind their establishment is pursuance of path of privatisation and deregulation of higher education by successive governments over the last two decades, regardless of which political party ran the government. From the Punnaiah committee on reforms in higher education set up by the Narasimha Rao government to the Birla-Ambani committee set up by the Vajpayee government, the only difference is in their degree of alignment to the market forces and not in the fundamentals of their recommendations. With the result, the last decade has witnessed many sweeping changes in higher and professional education: For example, thousands of private colleges and institutes offering IT courses appeared all across the country by the late 1990s and disappeared in less than a decade, with devastating consequences for the students and teachers who depended on them for their careers. This situation is now repeating itself in 21st century in management, biotechnology, bioinformatics and other emerging areas. No one asked any questions about opening or closing such institutions, or bothered about whether there were qualified teachers at all, much less worry about teacher-student ratio, classrooms, labs, libraries etc. All these regulations that existed at one time have been deregulated or softened under the self-financing scheme of higher and professional education adopted by the UGC in the 9th five-year plan and enthusiastically followed by the central and state governments. Even government-funded colleges and universities took benefit out of it in most states and started many "self-financing" courses in IT, biotechnology etc., without qualified teachers, labs or infrastructure and charging huge fees from the students and are liberally giving them marks and degrees to hide their inadequacies.

Unlike many better-known private educational institutions in Western countries that operate in the charity mode with tuition waivers and fellowships, most private colleges and universities in India are pursuing a profit motive. This is the basic reason for charging huge tuition fees, apart from forced donations, capitation fees and other charges. Despite huge public discontent, media interventions and many court cases, the governments have not been able to regulate the fee structure and donations in these institutions. Even the courts have only played with the terms such as payment seats, management quota seats etc., without addressing the basic issue of fee structure. There is no doubt that fees at state-run institutions

are low and thus, there is a case for raising fees in such institutions, but this does not entitle the private entrepreneurs in education to charge such heavy capitation fees that it virtually denies equality of opportunity to the poor for professional education. S.P. Sathe has rightly argued: "If access to such professions is available on merit, respect for meritocracy is enhanced. On the other hand, if one can have access to these professions on money power, it would lead to further denigration of merit as a value.

The educational entrepreneurs, taking advantage of current high demand for education especially technical and professional, generally get land allotted at a nominal cost in the name of some educational society formed for the purpose. In the initial stages, some temporary structures are put up. Later on, as students are admitted, funds begin to flow in the name of development fee, building fee, tuition fee, games fee, cultural programmes fee etc. Since they are unaided institutions and do not receive any grant from the government, they pay very low salaries to their academics and other staff. The prevalence of high degree of unemployment helps them to recruit qualified staff which works under a rigid discipline and is liable to summary removal at the will of the management. The high degree of insecurity of service enables the management to extract the maximum output from the staff. Some of the institutions functioning under the auspices of reputed educational denominations do pay better salaries and pay scales, but even these do not compare: favourably with the state-run institutions. Over a period of time, these institutions are able to construct huge buildings and purchase costly equipment to modernize their establishments. In this way, a large percentage of unaided private institutions have converted education into business enterprise. Earlier these institutions were confined to metropolitan areas and big cities, but now they have spread even to smaller towns. Even the charitable trusts like the DAV managements, Khalsa Dewan, Gurudwara Prabandhak Committees, Sanatan Dharam Foundation, etc. which initially were motivated by the urge to impart instruction in Indian languages and propagate Indian culture seem to have swept off their ideological postures by the entrepreneurial pragmatism of privatization. However, they continue to use the trade-marks of their religious or social organization to get concessions and facilities, especially land at throw away prices from the government. In several cases, a chain of institutions is operated under a particular organization. With the passage of time, the philanthropic spirit of the founders of these organizations has been replaced by a commercial approach which legitimizes the selling of education at the highest price possible. These institutions cater to the needs of the rich

business class and also to the middle and the upper middle class wanting desperately to transcend their present status.

Here, the need is to make distinction between privatization and commercialization of education. India has a long tradition of private effort in higher education. Tilak, Maharishi Karve, Madan Mohan Malaviya, Sir Syed Ahmed Khan, DAV Trusts, Sanatan Dharam Sabha, Khalsa Dewan, Jamia Milia Islamia and many other charitable trusts started educational institutions to widen educational opportunity in the society. But modern educational entrepreneurs are not guided by philanthropic motives of the earlier reformers, but intend to invest in educational institutions to realise higher rates of return on their investments, because the demand for professional education is very high and the risk involved in this investment minimal.

The unfortunate part of the present situation is that even promotions have become automatic- based on the years of service put in and the competitive spirit of achieving higher academic merit either from advanced reading or research is being relegated to the background. Secondly, the right to start or stop courses depended upon viability, that is, profitability of a course.

PRESENT SCENARIO OF PRIVATE EDUCATIONAL INSTITUTIONS AT HIGHER LEVEL IN HIMACHAL PRADESH

At present, education sector in Himachal Pradesh has witnessesed enormous privatization which has led to opening up of number of educational institutions in technical and professional areas. The following table shows the status in terms of no. of private technical/professional education institutions at higher level in Himachal Pradesh.

Private Universities	16
Private Engineering Colleges	17
Private Polytechnic colleges	26
B.Pharmacy	12
GNM	28
B.Sc. Nursing	12
B.Ed	73

If viewed from a qualitative perspective, 16 private universities along with 184 technical and professional education institutions seems to be more than enough in this small hilly state. Moreover, these institutions are located in certain selected pockets of the state. If we consider the privatization of higher education in Himachal Pradesh in terms of access, then it becomes apparent that there is very less concentration of private educational institutions in the districts of Chamba, Kullu, Kinnaur, Lahul-Spiti, Shimla and Bilaspur. Most of the private universities in Himachal Pradesh are located in one specific part of the state considered to be more accessible as compared to other parts of the state. In the similar manner, about 90% of the private educational institutions are spread in only some districts whereas other districts have no professional/technical institution at higher level in Himachal Pradesh Establishment of private educational institutions only in certain districts has led to the lopsided development and emergence of disparities in terms of educational development.

Another disparity has also been witnessed in Himachal Pradesh with regard to imbalance between no. of seats available in engineering courses and no. of candidates available against those seats in the state. Private and govt. engineering colleges functioning in the state have about 6000 engineering seats in various streams. Against these seats, only about 3000 students applied for admission during the session 2012-13 and only 1,500 attended the counselling session organised by the Himachal Pradesh Technical University (The Tribune, Feb18, 2013). Due to this, many private educational institutions are on the verge of getting closed. Some colleges have already applied for closure from next session due to less student admission particularly in courses like B.Tech. (Computer Science and ECE). The current educational scenario in Himachal Pradesh also reveals that the focus of private educational institutions is on filling maximum seats minimum eligibility criterion takes a backseat. To regulate admission process and and ensure quality in private educational institutions, Himachal Pradesh Regulatory Commission has notified that admissions in engineering and other technical education institutions in the state will be allowed only through the national and state level entrance examination (The Tribune, 2013, Feb 18). However, due to lack of awareness among students, parents about admission procedures in professional and technical courses and inadequate efforts by private educational institutions to make the students aware about this, seats remain vacant. One reason for remaining the seats vacant is the exodus of students to other institutions located in neighbouring states because of better facilities and services offered there. The private institutions in Himachal Pradesh seem to have inadequate infrastructural and academic support leading to unfilled

seats. It is also sometimes witnessed that students with very poor previous academic record get admission in technical or professional courses in private educational institutions in the state leading to decline in quality of private institutions. During, last few years, performance of students from private universities and colleges in various professional courses has remained poor, especially in engineering. In the session 2012-13 only 6440 students appeared in second semester examination of engineering out of these only 571, means 8.87% students got passes. Result of maximum colleges was less than 5%. In addition to this, most of the students were failed in all the five papers. Even after re-appearing some students did not pass (Divya Himachal, 2013, Sep. 3).

In this regard, in the assembly during question hour, congress legislator Asha Kumari raised the issue by mentioning that "we are not even sure whether the degrees being given by those are recognised by UGC or are mere pieces of paper" (The Tribune, 2013, March 20). This indicates that the private institutions are putting the future of students at stake and risk the career of students by violating the norms. This may be on account of generosity of the state govt. over the years allowing private institutions to admit students on their own will.

Despite so many issues prevailing in private education sector in Himachal Pradesh, the state of Himachal Pradesh is the first state to establish Private educational Institutions Regulatory Commission to keep a hawk's eye on private institutions and ensure quality in those institutions. This commission is working as an interface between the state govt. and the central regulatory bodies to ensure appropriate standards of admission, teaching examination, research and extension programmes in the private educational institutions of higher learning i.e. beyond senior secondary level in the state of Himachal Pradesh. This is a welcoming step and even Panjab is now planning to devise and implement such mechanism in their state to curb the unethical and illegal practices adopted by private educational institutions. (The Tribune, 2013, Sep. 2)

SIGNIFICANCE OF THE STUDY

During the last decade, rapid growth of privatization of higher education has taken place in India and especially in technical and professional education, it has grown enormously. The centre and state govt. has allowed privatization in education due to poor financial conditions, scarce resources, efficiency, competition-choice-equality and social equity. In the state of Himachal Pradesh, there were only 3 private engineering colleges and 3 pharmacy college till 2007 and after 2008, 17 new engineering colleges and 12 pharmacy

colleges came up which indicates the mushrooming growth of private educational institutions in this small hilly state. Similarly there has been a spurt growth in number of private universities in this hilly state that are mostly offering pharmacy and engineering courses. So, in order to study the major reasons or causes behind the mushrooming growth of technical education institutions at higher level in private sector in Himachal Pradesh the investigator has decided to undertake present investigation. The results of this investigation will help in identifying the factors responsible for establishment and enormous quantitative expansion of technical education institutions at higher level in Himachal Pradesh. In addition to this, the researcher will make an attempt to study the direction in which the shift in policy perspectives in higher education has taken place in 21st century which has resulted in such mushrooming expansion of technical education institutions in Himachal Pradesh Moreover, how the change in policies of the govt. has affected the quantitative expansion as well as qualitative delivery of education in these institutions will be studied through the present investigation. For this purpose, the views of different officials of concerned govt. bodies (AICTE, State Govt. of Himachal Pradesh, Himachal Pradesh Private Educational Institutions Regulatory Commission and Himachal Pradesh Technical University) will be sought to analyze their functioning so that recommendation could be laid down to bring necessary improvements and strategic changes for improving overall quality of education in privately managed technical education institutions. This will also be beneficial for the policy makers and educational administrators to review the present policies and plans for devising new strategies to confirm the quality along with quantitative expansion of educational institutions established in private sector in the state of Himachal Pradesh.

Further, it has been frequently reported in the newspapers, and also discussed generally that private educational institutions do not follow any fixed criteria to result the academics and other staff and pay them very low salaries. They work under stressful conditions with few facilities and are threatened to be removed from the services at anytime at the will of the owners of private educational institutions. So, the present investigation is being undertaken to study different teacher-related aspects like recruitment policies, service rules/conditions, policies and programmes for professional development etc. It will help in knowing the major problems and issues related to the teachers and other staff working in the private educational institutions so that necessary recommendations could be made for improving their working conditions and overall satisfaction level. This will also be beneficial

in going optimum performance in their works which will assist in enhancing quality of education imparted in private technical education institutions.

It has also been noticed that private educational institutions lack in well defined vision and mission and are just functioning as profit making institutions. They deviate from norms while making admissions and charge fees in an ambiguous manner from the students despite having clear cut directions for admissions and fees from the concerned statutory bodies. Also, no fixed and proper academic schedule is followed in the institutions during the whole year and no adherence is made with regard to the total number of recommended working days in an academic year as well as daily working hours which adversely affect the quality of education imparted in these institutions. So, the researcher will make an effort to look into all such matters related to governance or administration in privately managed technical education institutions. This will be beneficial to improve the current governance and administrative scenario in the institutions that will not only be better for educational institutions themselves but also be helpful in reducing discrimination or exploitation of students and parents by the institutions. The recommendations made on the basis of results of this study will definitely prove to be a boon for raising the academic standards of private educational institutions in technical sector at higher level.

This investigation will also study the availability of various infrastructural facilities and student support services in privately managed technical education institutions. The researcher will try to compare the existing facilities with the norms and standards prescribed by different statutory bodies, so that inadequacy in such facilities can be identified and suggestions can be made for improving them in private educational institutions. This will be beneficial for manager and owners of private educational institutions for providing much better facilities to the students and imparting quality of education in private technical education institutions at higher level.

The investigator will study the nature and utility of curriculum for the engineering and B. Pharma courses which was prescribed by Himachal Pradesh Technical University, Hamirpur. On the basis of views of teachers and students of technical education institutions, the strengths and weaknesses of the prescribed curriculum will be identified, so that recommendations could be made to bring necessary and up to date changes in the same. This will help in providing better training and quality education to the students. The investigator will also make an effort to study the issues related to curriculum transaction and teaching-learning strategies adopted by teachers in the institutions. On the basis of the views and

suggestions of teachers/principals/directors and students, recommendations will be made with regard to other strategies that can be employed effectively for better curriculum transaction and improving the relevance and quality of technical education at higher level.

Furthermore, an effort will also be made to study course-wise enrolment trends during previous years in different courses run by privately managed technical education institutions which will be helpful to recognize the courses which are more popular among concerned stakeholders and reasons for their popularity. The trend in enrolment will also indicate to some extent the quality of education imparted in private educational institutions because a declining trend in enrolment may be due to lack of facilities and other aspects required for providing quality education in that particular course. In addition, an effort will also be made by the researcher to carry out analysis of data pertaining to annual examination results available for past years of privately managed technical education institutions which will be helpful in understanding the work culture, academic environment, teacher's efficiency and above all, the quality of education imparted in these institutions. On the basis of these findings, necessary steps can be initiated to improve the current scenario of privately managed technical education institutions and bringing qualitative changes in various aspects of functioning of these institutions.

Apart from this, the educational institutes are directly related to the society and affect the social and economic life of the people residing in the nearby areas. So, in the present study, the researcher will try to find out how and to what extent, the privately managed technical education institutions at higher level has affected the social and economic status of the local people. It will help in determining that whether the institutions have proven to be successful in extending and outreaching its benefits to the society as has been conceptualized in philosophy of establishing private educational institutions. It can be seen as corporate social responsibility where the private institutions are required to benefit the society in terms of social, economic and other aspects.

On the basis of the views and suggestions of concerned government/ university authorities, local area representatives/ local people, managers of private educational institutions, teachers/principals/directors, students and parents, recommendations will be laid down to solve the problems related to the functioning of privately managed technical education institutions at higher level. It will help the managers and administrators of private educational institutions to improve the status and standards of their institutions. These recommendations will assist the policy makers, educationists and other concerned

government authorities also, in devising different plans for improving available facilities, teacher related aspects, governance/ administration of the institutions, curriculum transaction and overall quality and relevance of education being provided in private technical education institutions at higher level in the state of Himachal Pradesh.

On the basis of this discussion, the researcher thought it worthwhile to undertake present investigation which may be stated as under:

STATEMENT OF THE PROBLEM

'A Critical Study of Technical Education Programmes at Undergraduate Level in Privately Managed Institutions in Himachal Pradesh'

OBJECTIVES

1. To study the growth and development of technical education programmes at undergraduate level in privately managed institutions in Himachal Pradesh.
2. To study the shift in policy perspective in higher education in Himachal Pradesh after the year 2003.
3. To identify different factors responsible for initiation of privately managed technical education programmes at undergraduate level in Himachal Pradesh.
4. To study the functioning of different regulatory bodies with regard to approval/recognition/affiliation of technical education programmes at undergraduate level in privately managed institutions in Himachal Pradesh.
5. To study the availability of various infrastructural facilities in privately managed technical education institutions at undergraduate level in Himachal Pradesh and compare them with the existing norms and standards of AICTE.
6. To study various teacher-related aspects in privately managed technical education institutions at undergraduate level in Himachal Pradesh.
7. To study different issues related to administration of privately managed technical education programmes at undergraduate level in Himachal Pradesh.
8. To study availability of various student support services in privately managed technical education institutions at undergraduate level in Himachal Pradesh.
9. To study different issues related to curriculum and its transaction in technical education programmes at undergraduate level in privately managed institutions in Himachal Pradesh.

10. To study the impact of establishment of privately managed technical education institutions at undergraduate level on economic and social status of the local people where such institutions are located.
11. To identify the problems related to functioning of technical education programmes at undergraduate level in privately managed institutions on the basis of views of following stakeholders;
    i. Concerned govt./university authorities
    ii. Local area representatives/local people
    iii. Managers/Owners of private educational institutions
    iv. Teachers
    v. Students
    vi. Parents
12. To lay down suggestions for improving relevance and quality of technical education programmes at undergraduate level in privately managed institutions in Himachal Pradesh.

DELIMITATIONS OF THE STUDY

1. The study will be delimited to those privately managed technical education institutions at undergraduate level that are affiliated to Himachal Pradesh Technical University, Hamirpur.
2. The study will be confined only to two types of technical education institutions i.e. Undergraduate Engineering Institutions and Pharmacy Institutions.
3. The study will be restricted to only those institutions that are located in 5 districts i.e. Mandi, Kangra, Solan, Hamirpur and Sirmaur of Himachal Pradesh.
4. For studying different aspects related to curriculum transaction in privately managed technical education institutions, only the views of students and teachers will be taken. No direct classroom observation will be made in this regard.
5. The impact of establishment of privately managed technical education institutions on economic and social status of the local people will be ascertained on the basis of views given by managers/owners of privately managed technical education institutions, general public of local area and representatives of local bodies (gram panchayats, MC's etc.)
6. Both primary and secondary sources of data will be employed for realizing the objectives of the present study. The data for present study will be collected through

self-developed check list, questionnaires and interview schedules. The institutional prospectus, govt. documents, newspaper reports and similarly situated other documents will be considered as the secondary sources of data. However, the authenticity and validity of secondary sources of data will be ascertained through cross examination. Field notes will also be prepared by investigator during visits to the institutions.

7. Information related to student support services in privately managed technical education institutions will be collected through observation in the institutions and on the basis of views of concerned stakeholders.

OPERATIONAL DEFINITIONS OF THE TERMS

1. Critical Study: It is the use of explicit and transparent methods of assessment of evidences by systematically reviewing their relevance, adequacy and appropriateness. In the present study, it refers to analyzing the status, functioning and contribution of technical education programmes at undergraduate level in privately managed institutions affiliated to Himachal Pradesh Technical University, Hamirpur. In the present investigation, status and certain aspects related to functioning of technical education programmes at undergraduate level in privately managed institutions will be analyzed against the existing norms and standards of AICTE as well as other concerned regulatory bodies.

2. Technical Education Programmes at Undergraduate Level in Privately Managed Institutions: It refers to those institutions which are offering undergraduate engineering courses (Bachelor of Technology) and pharmacy course (Bachelor of Pharmacy) through regular mode and run / managed by private bodies under certain registered trusts/societies and are affiliated to Himachal Pradesh Technical University, Hamirpur.

3. Regulatory Bodies: Regulatory bodies in the present study refer to following govt. bodies concerned with approval/recognition/affiliation of privately run technical education programmes at undergraduate level in Himachal Pradesh

i. AICTE

ii. State govt of Himachal Pradesh

iii. Himachal Pradesh Technical University, Hamirpur

4. **Infrastructural Facilities:** In the present study, it refers to availability of following facilities for technical education programmes at undergraduate level in privately managed institutions in Himachal Pradesh:

   i. Total covered land area and built up area
   ii. No. of classrooms and tutorial rooms
   iii. Laboratories and workshops with necessary equipments
   iv. Computer centre with necessary facilities
   v. Seminar hall, conference room and multipurpose hall
   vi. Library with necessary facilities
   vii. Teachers' cabins and other administrative offices
   viii. Indoor and outdoor sports facilities
   ix. Canteen/ cafeteria/ store
   x. Students' hostel
   xi. Residential accommodation for teachers and other staff
   xii. Other basic amenities like electric supply, drinking water, fire safety provisions etc.

5. **Teacher Related Aspects :** In context of present investigation, teacher related aspects cover following aspects/issues:

   i. Human resource availability and their service rules/conditions (Acc. to educational qualifications)
   ii. Recruitment policy of teachers and non-teaching staff
   iii. Programmes and policies for professional development of faculty and staff
   iv. Engagement of teachers in research work and other professional development programmes
   v. Publications by teachers
   vi. Faculty grievance redressal mechanism

6 **Administration Related Issues:** In the present study, it refers to following issues related to administration of privately managed technical education programmes at undergraduate level in Himachal Pradesh:

   i. Defined vision and mission
   ii. Well defined governance/administrative structure
   iii. Budget allocation and expenditure under different heads
   iv. Fee related matters
   v. Academic calendar

vi. Establishment and functioning of IQAC

vii. Admission process along with reservation policy adopted for making admissions

viii. Institution- industry linkage mechanism

ix. Total teaching days and working hours per day

x. Teacher-student ratio

7 **Student Support Services:** Student Support Services here refers to availability of following services in privately managed technical education institutions at undergraduate level in Himachal Pradesh:

i. Provision of scholarships and educational loans

ii. Different programmes for students' personality development

iii. Organisation of co-curricular activities

iv. Training in self employment and entrepreneurship

v. Assistance in providing on-the-job training services

vi. Placement services

vii. Grievance redressal mechanism for students

viii. Transportation facilities

ix. Certain exclusive student support services like medical facilities, guidance and counselling etc.

8 **Curriculum and Curriculum Transaction Related Aspects:** In context of present investigation, it refers to following issues related to curriculum and its transaction in privately managed technical education institutions at undergraduate level in Himachal Pradesh:

i. Nature and utility of prescribed curriculum

ii. Time allotment for practical and theory classes

iii. Teaching-learning strategies adopted for curriculum transaction

iv. Use of modern technological devices in curriculum transaction

v. Strategies adopted for solving students' academic problems/difficulties

vi. Organisation of house exams/class tests and feedback mechanism

RESEARCH METHOD

The main objective of the present study is to inquire critically into the existing status and functioning of technical education programmes at undergraduate level in privately

managed institutions in Himachal Pradesh. Hence, to fulfil this purpose, survey technique under descriptive method of research will be employed in the following manner;

1. Documentary analysis will be carried out to study the following aspects of present study:
    i. Growth and development of technical education programmes undergraduate level in privately managed institutions in Himachal Pradesh.
    ii. Shift in policy perspective in higher education in Himachal Pradesh after year 2003.
    iii. Role assigned to govt. bodies viz. AICTE, State govt. of Himachal Pradesh/Himachal Pradesh Private Educational Institutions Regulatory Commission, Himachal Pradesh Technical University, Hamirpur with regard to approval/recognition/affiliation of privately managed technical education programmes at undergraduate level.
2. Survey method will be applied for seeking views of concerned govt./university authorities, local area representatives /local people, managers/owners of privately managed technical education institutions, teachers/principals/directors, students and parents regarding different aspects and issues related to the functioning of private technical education programmes at undergraduate level in Himachal Pradesh.

SAMPLING

The present study will be delimited to private undergraduate engineering and pharmacy institutions situated in five districts i.e. Mandi, Kangra, Solan, Hamirpur and Sirmaur of Himachal Pradesh, where both types of such institutions are available. The districts of Chamba, Lahul-Spiti and Kinnaur will not be considered in the universe of sample as no private undergraduate engineering or Pharmacy College is situated there. Furthermore, Kullu, Shimla and Bilaspur districts will not be taken into consideration due to less concentration of privately managed technical education institutions at undergraduate level in these districts. The investigator will separately cover at least 50% of total number of privately managed undergraduate engineering and pharmacy institutions in the sampled five districts. These institutions will be selected on the basis of convenience to the researcher (easy accessibility). The selection of concerned govt./university authorities, managers/owners, teachers/principals and students of these institutions will be made by employing purposive sampling technique. The local area representatives or people of the area where private undergraduate engineering or pharmacy colleges are situated will be sampled purposively.

All such stakeholders who will be conveniently available and willing to provide the requisite information will be taken into consideration for the present study. The selection of parents will also be made by employing purposive sampling technique. The parents who will be easily available and willing to provide necessary data will be taken for collecting the data. It is important to mention here that all those parents whose children are studying at undergraduate level in technical education courses (B. Pharmacy and B. Tech.) in Himachal Pradesh (irrespective of educational institution) will be approached by the researcher personally for getting desired information. The identity of all these stakeholders and institutions will be kept anonymous. Their names will not be mentioned anywhere in the research report which will be helpful in getting authentic and reliable information.

RESEARCH TOOLS TO BE DEVELOPED

Following research tools will be developed by the investigator for conducting the present study:

1. Check List for Institutions

A check list is a simple device consisting of a prepared list of items which are thought by the researcher to be relevant to the problem being studied. In the present study, a check list will be prepared to determine the status of various infrastructural facilities like no. of classrooms and tutorial rooms, laboratories and workshops with necessary equipments, library with adequate facilities, student support services like provision of scholarships and educational loans, organization of co-curricular activities, placement services, and availability of human resources etc. This check list will be comprised of both types of items i.e. yes/no type items indicating presence or availability of a particular facility and open-ended type items indicating count or quantity of a particular facility or human resources available in these institutions.

2. Interview Schedule for Concerned Govt./University Authorities

In order to seek the views of concerned govt. as well as university authorities regarding the role and functioning of govt. and university in granting approval or recognition to technical education institutions at undergraduate level, a separate interview schedule will be prepared which will be structured in nature. The items in this schedule will be both open-ended as well as close-ended in nature. This tool will seek opinion of concerned government and university authorities on following main issues:

1) Role and functioning of AICTE, state govt. of Himachal Pradesh and Himachal Pradesh Technical University, Hamirpur, in terms of approving privately managed technical education programmes.
2) Views related to different factors responsible for initiation of privately managed technical education programmes at undergraduate level.
3) Views regarding administration in privately managed technical education institutions like recruitment of teachers, admission process, fee related matters and reservation in admission, etc.
4) Views on problems related to functioning of privately managed technical education institutions.
5) Suggestions for improving relevance and quality of education in privately managed technical education programmes at undergraduate level.

3. Interview Schedule for Managers/Owners of Privately Managed Technical Education Institutions at Undergraduate Level

An interview schedule will be prepared for managers/owners of privately managed technical education institutions which will be comprised of both open-ended and close-ended questions. This schedule will mainly focus on following issues:

1) Views regarding different factors responsible for initiation of technical education programmes in private sector.
2) Views related to vision, mission, goals and administrative pattern of the institution.
3) Views related to infrastructural facilities available in the institution.
4) Views regarding teacher-related aspects like human resource availability and their service rules/conditions, recruitment policy and programmes and policies for professional development of faculty and staff etc.
5) Availability of student support services for students' academic, professional and personal development in the institution.
6) Economic and social impact of establishment of technical education institutions on local people.
7) Problems in managing and running private technical education programmes.
8) Suggestive measures to improve relevance and quality of education of privately managed technical education programmes at undergraduate level.

4. Questionnaire for Teachers/Principals/Directors

For eliciting the views of teachers/principals/directors regarding functioning of privately managed technical education programmes, a structured questionnaire comprising of

both close as well as open-ended type questions will be developed by the investigator herself. The questionnaire will be mainly oriented around the views of teachers/principals/director on following issues;

1) Physical and academic infrastructure available in the institution.
2) Views regarding policies and programmes for recruitment and professional development of faculty and staff, teachers' engagement in such programmes and research work etc.
3) Views regarding faculty grievance redressal mechanism in the institution.
4) Views related to administration of the institutions like; preparation of academic calendar, establishment and functioning of IQAC, admission process along with reservation and practices employed for getting admission etc.
5) Availability of various student support services in the institution
6) Views on curriculum and its transaction in the programmes.
7) Problems associated with functioning of privately managed technical education programmes.
8) Suggestions for improving relevance and quality of education imparted in the institutions.

5. Questionnaire for Students

A questionnaire will be developed by the investigator herself to get the views of students about the privately managed technical education programmes in which they are studying. The items in this questionnaire will be both close-ended and open-ended in nature. The questionnaire will mainly concentrate on the views of students regarding following aspects:

1) Infrastructural facilities available in the institution
2) Views on fee related matters, admission process, working hours per day and attendance etc.
3) Availability of student support services, personality development programmes, self employment and entrepreneurship training, placement services, etc.
4) Curriculum transaction in the undergraduate programmes.
5) Problems faced by students in the institution specifically related to facilities, curriculum transaction etc.
6) Suggestive measures to improve the available facilities, curriculum transaction related aspects and overall quality of education.

6. Questionnaire for Parents

The parents of students studying in various privately managed technical education institutions will be approached for seeking their views regarding the functioning of programmes. For this, a separate questionnaire will be developed. This questionnaire will also be structured in nature having both close-ended and open-ended questions based on following points:

1) Views regarding fee structure and admission related matters.
2) Views with regard to facilities provided to students by private technical education institutions.
3) Problems related to functioning of the private institutions and services provided by the institution.
4) Parents' satisfaction level with regard to functioning and services provided by the institution.
5) Suggestions to improve the functioning of technical education programmes at undergraduate level in privately managed institutions.

7. Interview Schedule for Local Area Representatives/Local People

In order to seek the views of local area representatives or general public of the area where private technical education institutions are located, an interview schedule will be developed by the investigator encompassing both close-ended as well as open-ended type items. This schedule will be structured so as to get their views on following issues:

1) Social impact on local area due to establishment and functioning of privately managed technical education institutions.
2) Economic impact on local people due to functioning of technical education programmes at undergraduate level in privately managed institutions.
3) Problems due to establishment of private technical educational institutions.
4) Suggestions to improve the functioning of these institutions for the benefit of local people and area

DATA COLLECTION

For the present study, data will be collected personally by the researcher from various stakeholders i.e. concerned govt./university authorities, managers/owners of privately managed technical education institutions, teachers/principals/director, students, parents and local area representatives /local people.

Firstly, the interviews will be conducted to get opinion from concerned govt./university authorities regarding their role and functioning in granting approval or recognition of privately managed technical education programmes at undergraduate level.

At the second stage, data will be collected from managers/owners of privately managed technical education institutions by holding interviews on the issues regarding different factors responsible for initiation of private technical education programmes and other aspects such as infrastructural facilities available in the institutions, teacher-related aspects, vision, mission, goals and administrative pattern of the institutions etc. At the time of visit to the institution, the check list will be filled by the investigator herself on the basis of personal observation of different facilities and other aspects of the concerned institution as well as by verifying stock registers of the institution. The investigator will also prepare field notes during her visit to the institutions.

After this, a self-developed questionnaire will be administered to seek the views from teachers/principals/director regarding the functioning of technical education programmes at undergraduate level.

At the next stage, the data will be collected from students by administering a self-developed questionnaire to get their views concerning different facilities, fee related matters, admission process, attendance, curriculum transaction etc.

Then, the data will be collected from parents of students studying in privately run technical education programmes by administrating questionnaires specifically developed for them.

At the last stage, interview will be conducted with local area representatives/local people to seek their opinion regarding social, economic impact and problems raised due to establishment of private institutions along with the suggestions to improve the current scenario.

Apart from this, to study the growth and development of privately managed technical education institutions at undergraduate level in Himachal Pradesh and role of govt. bodies regarding granting approval/recognition/affiliation to such institutions, institutional prospectus, govt. documents, newspaper reports and other similarly related documents will be reviewed by the investigator.

ANALYSIS OF DATA

The information collected from govt./university authorities, managers/owners of privately managed technical education institutions and local area representatives/local people

through interviews will be analysed with the help of content analysis technique along with percentage analysis.

The information collected from teachers/principals/directors, students and parents through self-developed questionnaires (comprising of both close and open-ended questions) will be put to frequency count and percentage analysis. Along with this, the technique of content analysis will be employed to present a holistic picture of technical education programmes at undergraduate level in privately managed institutions in Himachal Pradesh.

The data collected through check list regarding the status of various facilities like; physical and academic infrastructure, student support services, human resources etc. will be verified from registers and by personal observation. These data will be analysed by using frequency count and percentage analysis.

The data collected through institutional prospectus, institutional web portal, govt. documents, newspaper reports and other related documents will also be analysed with the help of content analysis technique. It is important to mention here that the information obtained through secondary sources of data will be verified for its authenticity and validity through cross examination of information mentioned in different documents as well as by checking the authenticity of sources from where the information will be obtained.

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